

# California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

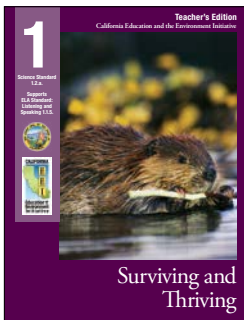
Because the Future is in Their Hands



## TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

### 1.2.a.—Surviving and Thriving



In this unit, students read a full-color big book about beavers and their habitat. Students discuss how beavers and willows get the resources they need to survive. Students then identify external features that help bighorn sheep and kangaroo rats survive in the desert environment. Next, students develop charts pairing the external features of plants with the characteristics of their habitats. They survey their own schoolyard as a habitat for plants and animals. They learn that humans are living things with needs and we create habitats that meet our needs. Lesson 4 introduces the idea that human activities can alter natural systems in ways that affect the survival of plants and animals. Finally, they work in small groups to discuss and sketch their ideas on how to improve their schoolyard for plants and animals.

		RI.1.1	RI.1.2	RI.1.3	RI.1.7	RI.1.10	W.1.8	SL.1.1	SL.1.2	SL.1.5	L.1.1	L.1.4	L.1.5
LESSONS	California Connections	✓	✓	✓	✓			✓				✓	
	1	✓	✓	✓	✓	✓	✓	✓				✓	
	2				✓		✓			✓	✓	✓	✓
	3	✓		✓			✓	✓	✓	✓		✓	✓
	4	✓		✓		✓	✓	✓	✓			✓	
	Traditional Assessment				✓		✓						
	Alternative Assessment				✓		✓						
COMMON CORE STANDARDS													

**Note:** For your reference, the list of California Common Core State Standards abbreviations is on the following page.

## Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

## California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

**Note:** Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on page 14 of this document.

## A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Pairs, whole class
- **Lesson 2:** Whole class
- **Lesson 3:** 2 groups, whole class
- **Lesson 4:** Pairs, groups of 4, whole class

## National Geographic Resources

- **Habitats** wall map (Lessons 2 and 3)

## Unit Assessment Options

Assessments	Common Core Standards and Applications
<b>Traditional Assessment</b>	
Students answer multiple-choice questions; they also draw three illustrations under which they write sentences explaining their drawings.	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences...to answer a question.</p>
<b>Alternative Assessment</b>	
Students read text, then draw and add their own words to tell the story of one plant or animal of their choice.	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences...to answer a question.</p>

## Lesson 1: River Living

Students help make a class chart about what living things need to survive. They then read about beavers and their environment; discussing how the living things in a river habitat get the resources they need to survive.



Use this correlation in place of the **Procedures** on pages 44–45 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate. Ask students to write their name in the space provided in the <b>Dictionary Workbook</b>. These documents are provided separately.</p> <p><b>Tip: Word Wall Cards</b> may be used at the beginning, as the words come up in the lesson, or as a review at the end.</p> <p>If <b>Dictionary Workbooks</b> need to be reused, students should not write in them.</p>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p>
<b>Step 1</b>	
<p>Introduce the lesson by asking students to think about what all living things need to survive. As the students respond, record their answers on the <b>What Living Things Needs Chart</b>.</p>	<p><b>RI.1.10a: Activate prior knowledge related to the information and events in a text. CA</b></p> <p><b>Suggestion:</b> Ask students to list what they need to live, and list on the board.</p>
<b>Step 2</b>	
<p>Tell students that they will learn about two special living things: beavers and willows. Encourage students to talk about what they may already know about these two living things. Distribute a copy of the <b>California Connections: Beavers and Where They Live</b> reader to each student.</p> <p>Ask students to take a brief picture walk through the book and share with a partner what they notice about the beaver and the willow. Encourage them to use descriptive words.</p>	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>Suggestion:</b> Write their descriptive words on the board.</p>

Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>Read aloud the text of <b>California Connections: Beavers and Where They Live</b> while the students follow along in their readers. Where appropriate, ask the students the following questions:</p> <ul style="list-style-type: none"> <li>■ Where do beavers live? (<i>In the water and by some trees, near the river.</i>)</li> <li>■ What helps beavers swim? (<i>Their webbed feet, their big tail.</i>)</li> <li>■ What helps beavers cut down trees? (<i>Their sharp teeth.</i>)</li> <li>■ How does a beaver use its tail? (<i>To help it swim, to make a loud sound when it senses danger.</i>)</li> <li>■ How do willows get water? (<i>From their roots.</i>)</li> <li>■ Where do willows live? (<i>In the water, near the river.</i>)</li> </ul> <p>Guide the discussion so the students describe what makes the beaver and the willow best suited to live in and near a river.</p>	<p><b>RI.1.1:</b> ...answer questions about key details...</p> <p><b>RI.1.2:</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3:</b> Describe the connection between two...ideas, or pieces of information in a text.</p> <p><b>Suggestion:</b> Before discussing a beaver, ask students these questions in relation to animals they are more familiar with.</p>
<b>Step 4</b>	
<p>Distribute a <b>Student Workbook</b> to each student. Have each student write their name on the front cover and tell them that they will use this journal to show what they have learned.</p> <p>Tell students to turn to <b>Helping a Beaver Survive</b> (Student Workbook, page 2). Read the instructions to the students and wait for them to complete their writing and drawing. (<i>Note: If there are pre-writers, allow students to dictate their responses to you or to another adult.</i>) Tell students to turn to <b>Helping a Willow Survive</b> (Students Workbook, page 3) and complete the page in the same way.</p> <p>Gather <b>California Connections: Beavers and Where They Live</b> readers.</p> <p>Collect <b>Student Workbooks</b> and use <b>Helping a Beaver Survive</b> and <b>Helping a Willow Survive</b> for assessment.</p> <p><b>Tip:</b> To preserve the colored workbooks for use each year, use one of these strategies:</p> <ul style="list-style-type: none"> <li>■ Make black and white copies for students to write on while looking at the color copy.</li> <li>■ Use a sheet protector over the color copy.</li> <li>■ Laminate the color photos and cut into strips that students place over their black and white copy.</li> <li>■ Do together as a class with the teacher holding the page and writing on sheet protector.</li> </ul>	<p><b>W.1.8:</b> With guidance and support from adults, recall information from...provided sources to answer a question.</p>

## Lesson 2: Animals in the Desert

Students locate desert regions on a map of California and study photographs of two California desert animals—the desert bighorn sheep and the kangaroo rat. They identify external features that help each animal survive in the desert environment. They use descriptive words to share their observations in a science journal.



## National Geographic Resources

### ■ Habitats wall map

Use this correlation in place of the **Procedures** on pages 54–55 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.	<b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
<b>Step 1</b>	
<p>Ask students to review what they learned about the basic needs of a beaver and how it gets what it needs from its habitat. Explain to students that today they will look at pictures of a desert environment and two desert animals in order to understand how these animals survive in this type of environment.</p> <p>Call students’ attention to the <b>Habitats</b> wall map. Have students locate rivers on the map and think about the living things there. Point to the drawings in the two desert inserts (“High Desert” and “Low Desert”). Briefly ask students to help you identify the plants and animals in the insets. Point to the “High Desert” and “Low Desert” indicators on the map’s “Natural Vegetation” key and ask students to help you locate the desert habitats in California.</p>	<p><b>RI.1.7:</b> Use the illustrations...to describe its key ideas.</p> <p><b>SL.1.5:</b> Add...visual displays...to clarify ideas...</p>
<b>Step 2</b>	
<p>Project <b>Desert Bighorn Sheep Habitat</b> (Visual Aid #1). Ask the students to look closely at the desert environment and describe what they see. Write their descriptive words on the board. (<i>Hot and dry, sandy ground, rocky, sunny, few plants.</i>)</p> <p>Project <b>Desert Bighorn Sheep</b> (Visual Aid #2). Have the students look closely and identify the different body parts of the desert bighorn sheep. Record their answers on the <b>Survival in the Desert Chart</b>. (<i>Feet, legs, fur, nose, and eyes.</i>) Ask students to suggest words that describe what each part looks like. Record their descriptions on the chart (<i>Big horns, bright eyes, “pointy” ears, short tail, four hooves</i>), calling special attention to the terms “hoof” and “hooves.” (<i>Note: An Answer Key and Sample Answers for Survival in the Desert Chart are provided on page 56.</i>)</p>	<p><b>L.1.1f:</b> Use frequently occurring adjectives.</p> <p><b>L.1.5b:</b> Define words by category and by...key attributes...</p> <p><b>L.1.5c:</b> Identify real-life connections...</p> <p><b>SL.1.5:</b> Add...visual displays to...clarify ideas...</p> <p><b>Suggestion:</b> Have students compare the different body parts of different animals, and discuss each body part’s function.</p>

Procedures	Common Core Standards and Applications
<b>Step 2 (Continued):</b>	
<p>Ask the students which parts of the desert bighorn sheep help it survive in the dry desert environment. Record their answers on the chart. (<i>Eyes, ears, horns, and fur.</i>) Tell students that the desert bighorn sheep uses its hooves and horns to remove spines from cacti and to break through the outer part of some plants like cacti to get to the moist, fleshy part of the plants. Tell students that they also use their hooves to walk on rocks. Add this information about how the bighorn sheep survives in a desert habit to the <b>Survival in the Desert Chart</b>. Share additional information about the desert bighorn sheep and its environment. Circle the relevant body parts on <b>A Desert Bighorn Sheep</b> as they are discussed.</p>	<p><b>L.1.1f:</b> Use frequently occurring adjectives.</p> <p><b>L.1.5b:</b> Define words by category and by...key attributes...</p> <p><b>L.1.5c:</b> Identify real-life connections...</p> <p><b>SL.1.5:</b> Add...visual displays to...clarify ideas...</p> <p><b>Suggestion:</b> Have students compare the different body parts of different animals, and discuss each body part's function.</p>
<b>Step 3</b>	
<p>Project <b>Kangaroo Rat Habitat</b> (Visual Aid #3). Ask students to look closely at the desert environment in which the kangaroo rat lives, noting that it is the same habitat in which the desert bighorn sheep lives.</p> <p>Project <b>Kangaroo Rat</b> (Visual Aid #4). Have the students look closely and identify the different parts of the kangaroo rat. Record their answers on the <b>Survival in the Desert Chart</b>. (<i>Feet, legs, ears, eyes, tail and fur.</i>) Ask students to suggest words that describe what each part looks like. Record their descriptions on the chart. (<i>Long skinny back legs, long tail, shiny eyes, and little ears.</i>) Share information about the kangaroo rat and how it survives in a desert habitat. Tell students that the kangaroo rat uses its front feet with strong claws to dig holes in the ground to live in. Ask students:</p> <ul style="list-style-type: none"> <li>■ What are claws? (<i>Sharp nails on an animal's toes.</i>)</li> <li>■ What do you think a burrow is? (<i>A hole or tunnel dug underground by an animal for protection or shelter.</i>)</li> </ul> <p>Tell students that the kangaroo rat uses its long back legs to jump and move very fast over the desert sand. Add this information about how the kangaroo rat survives in a desert habit to the Survival in the Desert Chart. Circle the relevant body parts on Kangaroo Rat as they are discussed.</p>	<p><b>L.1.1f:</b> Use frequently occurring adjectives.</p> <p><b>L.1.5b:</b> Define words by category and by...key attributes...</p> <p><b>L.1.5c:</b> Identify real-life connections...</p> <p><b>SL.1.5:</b> Add...visual displays to...clarify ideas...</p>
<b>Step 4</b>	
<p>Ask students, "How would a change in the desert environment make it easier or harder for these animals to survive?" (<i>If the ground was not rocky or sandy, the animals' feet may not work as well; if there were no rocky mountains or ground to dig into, these animals would not have places to live in or hide; if the plants changed, these animals would not have the food they need to survive.</i>) Record their answers on the <b>Survival in the Desert Chart</b>.</p>	n/a

Procedures	Common Core Standards and Applications
<b>Step 4 (Continued):</b>	
Point out to students that, just like the beaver needs a river environment, the desert bighorn sheep and the kangaroo rat need a desert environment. The body parts of these animals help them live well in these habitats and if anything about the habitat changes, the animals will have a hard time finding all the things they need to survive.	n/a
<b>Step 5</b>	
<p>Redistribute students' individual <b>Student Workbooks</b>. Tell students to turn to <b>Helping a Bighorn Sheep Survive</b> (Student Workbook, page 4) and <b>Helping a Kangaroo Rat Survive</b> (Student Workbook, page 5). Read the instructions to students and have them complete both pages. <i>(Note: If there are students that are pre-writers, allow those students dictate their sentences to you or to another adult.)</i></p> <p>Collect <b>Student Workbooks</b> and use <b>Helping a Bighorn Sheep Survive</b> and <b>Helping a Kangaroo Rat Survive</b> for assessment.</p>	<p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences...to answer a question.</p> <p><b>Suggestion:</b> Teacher should model this on the board.</p>



## Lesson 3: Plants in the Desert

Students study a photograph of a teddy bear cholla and its habitat and use descriptive words to describe them. Students develop charts pairing the physical features of the cholla and the willow with the characteristics of their differing environments.



## National Geographic Resources

### ■ Habitats wall map

Use this correlation in place of the **Procedures** on page 68 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.	<b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
<b>Step 1</b>	
Have students review the <b>What Living Things Need Chart</b> . Explain that plants have many of the same basic needs as animals (air, water, shelter, protection, a habitat). Tell students that today they will look at a plant that lives in a desert environment and learn how it is different from plants in other environments, for example, the willow which lives in a river area.  Have students look at the <b>Habitats</b> wall map and find the desert areas again. Ask students to describe some of the plants from those habitats, using the images in the "High Desert" and "Low Desert" insets on the map.	<b>SL.1.5:</b> Add...visual displays to...clarify ideas...
<b>Step 2</b>	
Project <b>Teddy Bear Cholla</b> (Visual Aid #5) and tell students that this is a cactus, a type of plant that can survive in a desert. It is called a teddy bear cholla. Ask students to describe the parts of the plant that they can see. ( <i>Stems, spines, fuzzy stuff.</i> ) Point to the spines of the teddy bear cholla and tell the students that the spines shade the stems of the plant from the Sun and protect the stems from animals. Share other information about the teddy bear cholla with students, pointing out the relevant body parts on <b>Teddy Bear Cholla</b> as they are discussed.	<b>L.1.5b:</b> Define words by category and by...key attributes... <b>L.1.5c:</b> Identify real-life connections... <b>SL.1.5:</b> Add...visual displays to...clarify ideas...

Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>Project <b>Teddy Bear Cholla Habitat</b> (Visual Aid #6) and ask students to describe what they see. (<i>Rocky, sandy, dry.</i>) Next, project <b>Willow Tree</b> (Visual Aid #7) and ask students to describe what they see. (<i>Water, shade, green leaves.</i>) Divide the class in two groups. Tell one group that they represent “willows”, and tell the other group that they represent the “teddy bear chollas.” Taking turns with each group, call on students to name something about their plant or their environment. (<i>We are willows. We live where it is shady. We are teddy bear chollas. We live where it is dry. Willows: We make seeds that float on water. Chollas: We have spines that protect us and make shade. Willows: We live in or near a river. Chollas: We live in the desert. Willows: We are trees. Chollas: We are cacti.</i>) Have the groups continue until they have exhausted all the characteristics of these plants that they know or have learned about.</p> <p>Come together as a whole group. Project <b>Teddy Bear Cholla Habitat</b> and ask students what kinds of changes to the desert habitat would make it harder for the teddy bear cholla to survive. (<i>If there were no water, or the ground and soil changed, the chollas would not be able to grow there.</i>)</p>	<p><b>RI.1.1:</b> Ask and answer questions about key details...</p> <p><b>RI.1.3:</b> Describe the connection between two...ideas, or pieces of information in a text.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> ...answer questions about key details... presented orally...</p>
<b>Step 4</b>	
<p>Redistribute students’ individual Student Workbooks. Tell students to turn to <b>Helping a Teddy Bear Cholla Survive</b> (Student Workbook, page 6). Read the instructions to the class and have students work independently to complete the page. (<i>Note: Allow pre-writers to dictate their sentence to you or to another adult.</i>)</p> <p>Collect <b>Student Workbooks</b> and use <b>Helping a Teddy Bear Cholla Survive</b> for assessment.</p>	<p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences...to answer a question.</p>

## Lesson 4: What We Can Do

Students conduct a survey of their schoolyard to determine in what ways it is a habitat for plants and animals. They work in small groups to discuss and sketch their ideas on how to improve their schoolyard for plants and animals.



### Session 1

Use this correlation in place of the **Procedures** on pages 78–79 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.	<b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
<b>Step 1</b>	
Connect to prior learning by asking students to think about the living things they have been studying. ( <i>Beavers, willows, bighorn sheep, kangaroo rats, teddy bear cholla.</i> ) Tell them that humans ( <i>people</i> ) are also living things, and we have some of the same basic needs as the animals they have been learning about. Call students’ attention to the <b>What Living Things Need Chart</b> . Ask students if humans ( <i>people</i> ) also need a habitat. ( <i>Yes</i> ) Quickly brainstorm some places where people spend their time. ( <i>Home, school, parks, restaurants, workplaces, stores.</i> ) Tell students that these places where we live and meet our basic needs are human habitats.	<b>RI.1.10a: Activate prior knowledge related to the information and events in a text. CA</b> <b>SL.1.1:</b> Participate in collaborative conversations...
<b>Step 2</b>	
Tell students to think about their schoolyard. Ask students the following questions: <ul style="list-style-type: none"> <li>■ Do any plants or animals live around our school? (<i>Yes.</i>)</li> <li>■ What do they need to survive there? (<i>Water, food, air, and shelter.</i>)</li> <li>■ What are some of the plants that live around our school? (<i>Answers may include trees, flowers, grasses, cactus.</i>)</li> <li>■ What are some of the animals that live around our school? (<i>Answers may include ants, spiders, worms, bees, birds.</i>)</li> <li>■ Where would you look to find some of the animals in the schoolyard? (<i>In trees, under the ground, under stones, by flowers, in the bushes.</i>)</li> </ul>	<b>RI.1.1:</b> Ask and answer questions about key details... <b>RI.1.3:</b> Describe the connection between two...ideas, or pieces of information in a text. <b>SL.1.1:</b> Participate in collaborative conversations... <b>SL.1.2:</b> ...answer questions about key details...

Procedures	Common Core Standards and Applications
<b>Step 2 (Continued):</b>	
Tell students that they will conduct a survey of their schoolyard habitat. Explain that when scientists do a survey, they look closely at something to gather information. Tell them that they will look around their schoolyard for two different kinds of plants and two different kinds of animals. They will also need to look for some of the resources that these plants and animals need to stay alive ( <i>Water, food, and shelter</i> ).	<b>RI.1.1:</b> Ask and answer questions about key details... <b>RI.1.3:</b> Describe the connection between two...ideas, or pieces of information in a text. <b>SL.1.1:</b> Participate in collaborative conversations... <b>SL.1.2:</b> ...answer questions about key details...
<b>Step 3</b>	
Redistribute students' individual <b>Student Workbooks</b> and pencils to each student. Tell them to turn to <b>Schoolyard Habitats</b> (Student Workbook, pages 7–8). Put students in pairs. ( <i>Note: Assign each pair to an adult/older student volunteer, if available.</i> )  Project <b>Schoolyard Habitats 1 and 2</b> (Visual Aids #8–9). Explain to students that you are all going out to the schoolyard to find plants and animals. Tell them that they will complete <b>Schoolyard Habitats</b> by drawing or writing about some of the plants and animals they see. Lead students outside, talk about appropriate boundaries, and give them 15 minutes to walk around the school recording what they find. ( <i>Note: An Answer Key and Sample Answers for Schoolyard Habitats are provided on pages 83–84.</i> )	<b>SL.1.1:</b> Participate in collaborative conversations... <b>W.1.8:</b> With guidance and support from adults, recall information from experiences...to answer a question.
<b>Step 4</b>	
After returning to the classroom, organize the student pairs into groups of four. Give the students five minutes to talk about their schoolyard observations with the members of their group. Come back as a whole group and record the information students gathered on <b>Schoolyard Habitats</b> on the <b>Schoolyard Habitats Chart</b> .  Collect the <b>Student Workbooks</b> .	<b>SL.1.1:</b> Participate in collaborative conversations...

## Session 2

Use this correlation in place of the **Procedures** on page 80–81 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
Call students' attention to the <b>Schoolyard Habitats Chart</b> , completed in the previous session. Review the plants and animals that live in their schoolyard habitat with them, and what resources they use to survive.  Ask students if they can think of any ways that people could improve the schoolyard to make it easier for these living things to survive. Remind them that the schoolyard habitat must meet the needs of all living things that live there ( <i>plants, animals, and people</i> ).	<b>SL.1.1:</b> Participate in collaborative conversations...

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>On the board, write “Our Shared Habitat.” Have students brainstorm ideas for improving the schoolyard to meet the needs of living things. Record students’ ideas under “Our Shared Habitat.” (Note: Organize students’ ideas according to the words on the <b>What Living Things Needs Chart</b>, for example: Food, Water, Shelter.) Prompt students to think about how to make improvements in the following areas:</p> <ul style="list-style-type: none"> <li>■ Food (<i>Hang bird feeders from the trees, provide nectar, start a compost bin for worms, research nectar producing plants and plant a butterfly garden.</i>)</li> <li>■ Water (<i>Set up a birdbath.</i>)</li> <li>■ Shelter (<i>Plant trees, bushes, plants or flowers, and hang bird houses.</i>)</li> </ul>	<p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>Suggestion:</b> Provide students sentence stems to encourage conversations that utilize unit vocabulary.</p>
<b>Step 3</b>	
<p>Redistribute students’ individual <b>Student Workbooks</b>. Tell them to turn to students turn to <b>People Helping Plants and Animals Survive</b> (Student Workbook, page 9). Read aloud the instructions to the class and give students time to draw their pictures and write their sentences. (Note: Allow pre-writers to dictate their sentence to you or to another adult.)</p> <p>Collect <b>Student Workbooks</b> and use <b>People Helping Plants and Animals Survive</b> for assessment.</p>	<p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences...to answer a question.</p> <p><b>Suggestion:</b> Write each of the students sentences on a sentence strip. Have students arrange the sentence strips to form a class paragraph.</p>

## Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

### California Common Core State Standards Descriptions

#### Language Standards

- **L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - f) Use frequently occurring adjectives.
- **L.1.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- **L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - b) Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
  - c) Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

#### Reading Standards for Informational Text

- **RI.1.1:** Ask and answer questions about key details in a text.
- **RI.1.2:** Identify the main topic and retell key details of a text.
- **RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.
  - a) **Activate prior knowledge related to the information and events in a text. CA**

#### Speaking and Listening Standards

- **SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

#### Writing Standards

- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.